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ABSTRACT

The handbook provides general information for prospective applicants to the graduate study programs in higher education at the Center for the Study of Higher Education at the University of Virginia. It is intended as a supplement to the university catalogs. Information is given about three degree programs (Education Specialist, Ed.S.: Doctor of Education, ed.D.: and Doctor of Philosophy, Ph.D.) and two nondegree programs (postdoctoral studies and professional development: and Diploma of Advanced Graduate Study, DAGS). Brief program descriptions are given, followed by explanations of admission procedures, financial aid, registration and calendars, residency requirements, advisor and doctoral committee appointment, steps toward the doctorate, transfer of credit, comprehensive examination policy and procedures, dissertation research, internship policies and procedures, and dissertation titles. Financial aid application forms, internship guidesheets, program worksheets, and sample progress review and admission letters are appended. (MSE)

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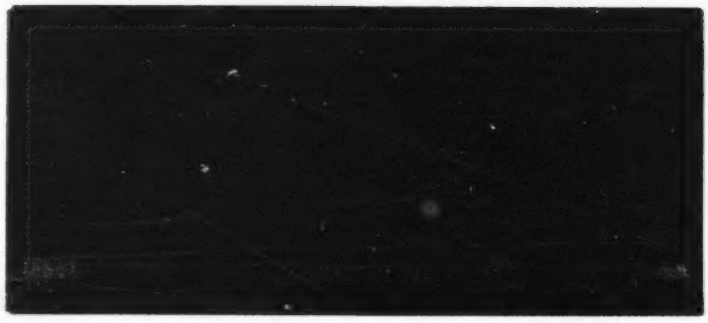
CENTER FOR THE STUDY OF HIGHER EDUCATION



HE 013 443

GRADUATE STUDENT HANDBOOK

CENTER FOR THE STUDY OF HIGHER EDUCATION

University of Virginia

Revised 1980

260 Ruffner Hall
405 Emmet Street
Charlottesville, VA 22903
(804) 924-3880

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FORWARD

This Graduate Student Handbook has been prepared to provide general information for prospective applicants and to serve as a guide for students who are currently enrolled in programs of graduate study offered by the Center for the Study of Higher Education at the University of Virginia. While an attempt has been made to provide information regarding matters of policy and procedure that are of general interest, it must be noted that this document is intended to supplement, but not supplant, the University catalogs: the Record for the Graduate Division of the School of Education and the Record of the Graduate School of Arts and Sciences. Students should thus become familiar with information in this document and the Record of the division in which they are enrolled.

Specific inquiries regarding matters of interpretation of policies and procedures should be directed to the Director of the Center for the Study of Higher Education and/or the Associate Dean of the School of Education.

FACULTY

CENTER FOR THE STUDY OF HIGHER EDUCATION

Faculty Modifier #	
1448	JAY L. CHRONISTER, Ed.D., University of Pittsburgh; Administration, Economics, and Finance of Higher Education
2221	ANNETTE GIBBS, Ph.D., Florida State University; Student Affairs Administration
5400	ROBERT M. HENDRICKSON, Ed.D., Indiana University; Organizational Theory and Legal Aspects of Higher Education
1415	SAMUEL E. KELLAMS, Ph.D., University of Wisconsin; Faculty, Students, and Curriculum in Higher Education
2233	LAWRENCE SIMPSON, Ed.D., Pennsylvania State University; Student Affairs Administration
1851	ALTON L. TAYLOR, Ed.D., University of Virginia; Institutional Analysis and Planning in Higher Education
1000	CHESTER R. TITUS, Ph.D., Michigan State University; Student Affairs Administration
1869	JENNINGS L. WAGONER, Ph.D., Ohio State University; History of Higher Education and Policy Studies

REGULAR VISITING FACULTY

3375	ROBERT G. TEMPLIN, Ed.D., North Carolina State University; Community College and Adult Education
4221	GEORGE B. VAUGHN, Ph.D., Florida State University, Community College Administration

I. GENERAL INFORMATION ABOUT THE CENTER FOR THE STUDY OF HIGHER EDUCATION

A. Purpose and Programs: An Overview

The Center for the Study of Higher Education, established in 1969, is an instructional, research, and service unit of the School of Education. The instructional program provides college, university, and adult education leaders with the opportunity to explore established and emerging practices in postsecondary education, to analyze current issues and problems, and to think in critical fashion about institutional priorities and commitments.

Instructional programs offered by the Center for the Study of Higher Education lead to the degrees of Education Specialist, Doctor of Education, and Doctor of Philosophy. Also available is a program of study leading to the Diploma of Advanced Graduate Study. Postdoctoral study and research opportunities are provided through the Center's professional development program. In support of other instructional programs of the School of Education and the University, the Center also provides a minor field of study for students majoring in other departments.

An integrated program of core courses and experiences is provided all students who are candidates for degrees in higher education. In addition, students in degree programs are required to develop areas of specialization within higher education. Typical specialization areas include Student Personnel Administration, Higher Education Administration and Policy Analysis, Community College Instruction and/or Administration, and Adult Education.

In addition to established courses, the Center for the Study of Higher Education offers topical seminars, short institututes, workshops, internships, and opportunities for independent study. Interdisciplinary study is encouraged and a high level of initiative is expected. The ability to work independently on complex problems is essential. While programs of study may be arranged with considerable flexibility, certain basic understandings are expected. These include:

1. A broad perspective on the functions, goals, values, and history of institutions of postsecondary education as they relate to cultural orientations and other societal institutions.

2. Knowledge of the constituents of postsecondary education, including students, faculty, administrators, trustees, governmental personnel, and the public.

3. Knowledge of the organizational structure and the political, legal, and economic dimensions of postsecondary education.

4. An understanding of the dynamics and processes of postsecondary education. This understanding should interrelate functions, goals, values, constituents, and structures and explore the problematic nature of these interrelations.

5. The conceptual, analytical, research, and problem-solving tools and skills needed to obtain and renew the understandings in the above four categories.

Achievement of these objectives may be enhanced by enrollment in one of the following programs provided by the Center:

B. Degree Programs

1. Education Specialist

The Ed.S. program involves thirty hours of course work beyond the master's level and can be completed in one year of full-time study or part-time with one semester or two summer sessions devoted to residence study. A written comprehensive examination is required and an internship appropriate to student interest can be arranged.

Regulations pertaining to Ed.S. programs are detailed in Section XI of the Graduate Student Handbook.

2. Doctoral Programs

The Center for the Study of Higher Education offers two doctoral programs: Doctor of Education and Doctor of Philosophy. While in general terms the programs are similar, several important conceptual and procedural elements distinguish the two degrees.

a. Doctor of Education Degree

The Ed.D. degree is the highest professional degree in education. Candidates for this degree are recognized for their commitment to the application of knowledge in behalf of improved educational practice.

The primary purpose of the Ed.D. program is to provide experienced and practicing educators with a broad and systematic understanding of professional education, a definitive knowledge of selected aspects of educational theory and practice, and an ability to apply in an informed and critical manner existing research findings to educational practice and problems.

A minimum residence period of one year spent in full-time study is required for the Ed.D. degree. Basic proficiency in research

methodology is required for the Ed.D. degree and is satisfied by the successful completion of two courses in educational research. The focus of the Ed.D. dissertation is typically on the organization and application of knowledge and research methods that contribute directly to improved understanding and practice in the postsecondary education arena.

b. Doctor of Philosophy Degree

The Ph.D. degree is the highest scholarly degree awarded by the University. The primary purpose of the Ph.D. degree is to develop educational scholars who seek to conduct original research and interpret and communicate the results of such research through writing, teaching, and other media. Students in this program enroll in the Graduate School of Arts and Sciences and normally combine study in a particular discipline offered in the Faculty of Arts and Sciences (or studies in a professional school other than Education) with their studies in higher education.

Candidates for the Ph.D. degree in higher education are encouraged to complete all of their doctoral study in residence and a minimum period of two years of full-time study is expected. Candidates for the Ph.D. degree must demonstrate "competency" in two research areas (e.g., quantitative research methodology, foreign languages, or other approved quantitative or qualitative skills) or satisfy criteria indicating "mastery" in a single area. The focus of the Ph.D. dissertation is characterized by original research that seeks to extend the theoretical knowledge base of postsecondary education policy and practice.

c. Common Requirements and Procedures

Doctoral students in Higher Education must complete a post-master's program of study of at least fifty-four hours, which includes supporting studies in two minor fields. Acceptance of transfer credit for post-master's work completed at another institution, as well as the possibility of acceptance of credit from the student's master's degree program, is determined on an individual basis by the student's advisory committee. In many instances, a planned internship is an important part of the program. Internship placements are arranged at cooperating colleges, universities, or other postsecondary agencies as well as in selected offices within the University of Virginia.

Upon completion of course work, students must take written and oral comprehensive examinations in their major and minor areas. Doctoral candidates then proceed to the stage of developing a proposal leading to the completion of a dissertation.

Appropriate forms and guide sheets, as well as more detailed statements on admissions procedures, policies pertaining to residency, comprehensive examinations, internships, doctoral committees, etc., may be found in appropriate sections of the Graduate Student Handbook.

C. Non-Degree Programs

1. Postdoctoral Studies and Professional Development Classification

Postdoctoral study and research opportunities are provided under the auspices of the Center. Postdoctoral students are admitted under the category of "professional development student" (non-degree) and are allowed to pursue studies according to their individual objectives.

Also admitted into the "professional development" program are students who wish to take selected courses in the Center but who are not candidates for degrees. To be accepted as a professional development student, an applicant must:

a. hold a baccalaureate degree from an accredited college or university; and

b. submit to the Office of Admissions and Student Affairs of the School of Education transcripts of all previous undergraduate and graduate work.

Professional development students will be counseled by an advisor from the Center. Enrollment in specific courses will, in some instances, require the approval of the instructor as well as the approval of the advisor.

Professional development students are subject to the Graduate Academic Regulations of the School of Education as detailed in the current catalog. Students planning to change their status to a degree program are expected to know the various requirements for admission to and completion of that degree.

2. Diploma of Advanced Graduate Study

Study leading to the Diploma of Advanced Graduate Study is designed to provide opportunity for qualified students, pre- or post-doctoral, to prepare for leadership positions in postsecondary education without meeting all of the requirements for an advanced degree. There are no residency or research requirements for the Diploma of Advanced Graduate Study (DAGS). Requirements pertaining to the DAGS program are outlined below.

Applicants to this program must:

a. hold a master's degree, or the equivalent, from an approved institution with a record which indicates ability and background

necessary for advanced study in the proposed field of specialization;

b. have at least two years of successful experience in work directly related to the field of intended specialization;

c. present scores on the Aptitude Tests of the Graduate Record Examination;

d. submit an application for admission along with a statement of professional goals, official transcripts of all previous undergraduate work, and letters of recommendation from professionals as requested in the School of Education application for admissions.

To earn a Diploma of Advanced Graduate Study the following minimum requirements must be met:

a. A program of courses approved by the student's advisor must be completed. The program must include a minimum of thirty semester hours of credit in graduate courses beyond the master's degree;

b. the student must pass a five-hour written examination and a two-hour oral examination in the field of specialization;

c. an ability to deal with practical problems in the field of specailization must be demonstrated.

No requirements, including transferred credit, completed more than <u>five years</u> before the diploma is to be awarded, may be credited toward the diploma. Exceptions to this policy must be approved by the Dean of the School of Education and will be granted only when some emergency, such as illness, interrupts the student's work. In such cases, the student may be permitted to validate out-of-date work by examination.

II. ADMISSIONS PROCEDURES

A. Ed.D., Ed.S., D.A.G.S., and Professional Development

Applications for admission to Professional Development, Diploma of Advanced Graduate Study, Education Specialist, and Advanced Graduate Study status (study beyond the Master's degree and pre-admission step to the Doctor of Education program) may be obtained from:

The Office of Admissions and Student Affairs
School of Education
University of Virginia
405 Emmet Street
Charlottesville, VA 22903
Phone: (804) 924-3333

B. Ph.D.

Applications for admission to the Doctor of Philosophy program may be obtained from:

Admissions Office
Graduate School of Arts and Sciences
University of Virginia
438 Cabell Hall
Charlottesville, VA 22903
Phone: (804) 924-7184

A $10 non-refundable application fee must accompany the application. Official transcripts of all previous undergraduate and graduate work, Graduate Record Examination Scores (except for Professional Development students), and letters of recommendation must be provided as part of the application process.

After the appropriate admissions office has received all of the necessary application materials, the application file is forwarded to the Center for the Study of Higher Education for review by the faculty. A recommendation to grant or deny admission is made by the

faculty and the applicant is then notified by the admissions office of the decision.

Upon notification of acceptance, the student must enroll for course work within one year of the matriculation date stated on his/her application. Should this not occur, the application materials will be destroyed requiring a complete new application for readmission. Readmission is not automatic in such instances and will depend upon a full review of the applicant's file.

III. FINANCIAL ASSISTANCE

The Center for the Study of Higher Education, the School of Education, and the University of Virginia offer a wide range of financial assistance opportunities to incoming and continuing students. The Center provides a limited number of graduate assistantships to well qualified Ph.D. and Ed.D. applicants who plan to enroll as full-time students. Fellowships are also provided to a select number of applicants each year. Students who apply for assistantships or fellowships by or before April 1 typically receive priority consideration. Graduate students who wish to be considered for assistantships, fellowships, or a combination of the two awarded by the Center must make application on the "Application for Financial Aid for Graduate Students" form which may be obtained from the Office of Admissions and Student Affairs of the School of Education or from the Director of the Center. A sample of this form is is included in Appendix A in this Handbook.

The above financial aid application form is also used to consider students for funded research assistantship opportunities that arise

in connection with grants obtained by faculty in the Center and/or other units of the School of Education.

Students enrolled in the Center for the Study of Higher Education are also eligible for assistantships connected with various offices in the University, such as positions in the Dean's Office of the School of Education, the Office of Student Affairs, the Office of Admissions, etc. While the Director and other members of the Center faculty are alert to such opportunities, students with a special interest in work in a particular office should feel encouraged to notify the Director of the Center of such an interest.

The University offers a limited number of competitive fellowships for which students enrolled in Ph.D. programs may apply. The Graduate School provides information concerning the nature, availability and qualifications of these fellowships. Application forms may be obtained from the Dean of the Graduate School (see p. 8).

All graduate students at the University may use the services of the Office of Financial Aid to Students, which assists students in obtaining loans to defray part of their educational expenses, and in finding part-time employment. Students who have serious financial need and who are not dependents of their parents may qualify for work-study stipends. Applications should be made to the Office of Financial Aid to Students, Miller Hall, University of Virginia, Charlottesville, Virginia, 22903.

Although it is not always possible to provide financial aid to all students who apply, the Center has been rather successful in assisting its graduate students, esepcially those in doctoral programs, in obtaining suitable financial assistance. It is not at all uncommon

for students, once here and engaged in University affairs, to learn of opportunities that become available at unexpected times during the year.

IV. REGISTRATION

A. Academic Term

Initial registration must be done in person. Students enrolled in the School of Education (Ed.D., Ed.S., D.A.G.S., or Professional Development) pick up their registration materials during the designated registration period (see calendar in current catalog) in the Admissions Office, Room 172, Ruffner Hall. Students enrolled in the Graduate School of Arts and Sciences (Ph.D.) pick up registration materials from the Graduate School Office, Room 438, Cabell Hall.

After initial registration, regular students may pre-enroll for courses in subsequent semesters.

Part-time students in the School of Education may register during the special Saturday period designated as "registration for teachers in service." Students should report to the Admissions Office in Ruffner Hall between the hours of 8-12 on the first Saturday during registration week.

B. Summer Session

All students who intend to take courses during the summer session must file an application with the Summer Session Office, Minor Hall. This includes students regularly enrolled in degree programs during the academic year. Application forms may be obtained from the Summer Session Office in person or by mail, and

are included in the preliminary course announcements made available in February.

Preregistration normally occurs in April for the convenience of currently enrolled students and for others who have applied and been accepted for admission to the Summer Session. Students who have completed their registration and paid all fees in advance, either at preregistration or by mail, should report directly to their classes. Others must register and pay fees during the registration period in June. The exact dates for pre- and regular registration are announced in the Summer Session Record, usually available for distribution in March.

A student who is not enrolled in a degree program at the University may make application to the Summer Session as a "Visiting Graduate Student." Admission to the Summer Session does not constitute admission to the regular session or to a degree program. A student who enrolls for summer courses and who desires to pursue a graduate degree must apply for admission to the appropriate graduate school (see p. 8).

V. RESIDENCY REQUIREMENTS

Graduate students enrolled in degree programs must satisfy a residency requirement. In the Center for the Study of Higher Education, the following residency requirements and expectations pertain:

Ed.S.--one semester devoted to full-time study or two summer sessions of full-time study.

Ed.D.--a minimum of one academic year (two consecutive semesters) spent in full-time study.

Ph.D.--students are encouraged to remain in residence throughout the period of Ph.D. study, and as a minimum are expected to devote no less than two years to full-time study.

Full-time study is defined as a course load of twelve (12) hours per semester. Students engaged in work as research assistants or interns or who have part-time or reduced employment obligations at the University or neighboring educational institutions may, with the permission of the Director, carry a nine (9) hour load in order to satisfy the full-time residency requirement.

The faculty of the Center look upon the residency requirement as a vital ingredient of doctoral and specialists' programs. High level professional training and intellectual development require a concentrated experience that is possible only through sustained involvement in the academic and other activities of the Center and University. Participation in Center research and service projects, informal work with individual faculty members, and sustained interaction with other students all add substantially to the Center's planned course work. In short, to round out an advanced degree program a student is expected to participate in and contribute to a rich academic community.

The degree of involvement which fosters individual growth normally means physical residence in Charlottesville and daily involvement in Center and University affairs. Some students have found it difficult to arrange leaves from work and to manage the upheavals in moving to Charlottesville. At minimum, the Center requires that both students and their employers acknowledge the expectations of the School of Education and the Center for the Study of Higher Education should this situation arise. There can be no provision for suspension of the residence requirement and a sincere effort on the part of the student to meet the academic and professional expectations of the residency is required.

VI. ADVISOR AND APPOINTMENT OF DOCTORAL COMMITTEE

When a student is admitted into a program offered through the Center, he/she is assigned a temporary advisor by the Director of the Center. This advisor works with the student during the initial stages of program development. For doctoral students, a "Program of Studies Worksheet" (see Appendix B) is used by the student and advisor to record initial plans regarding projected course work and other program requirements. The copy of the worksheet in the Appendix of this Handbook should be used by the student; a second copy is maintained by the temporary advisor.

In order for a program of study to become "official," approval by a four person doctoral committee is required. Two members of the doctoral committee must be from the Center; two others must be from outside the Center, one representing each of the two supporing fields of study. Students in Ph.D. programs should have at least one representative on the committee from the Graduate School of Arts and Sciences or another professional school in the University. It is at the stage of formalizing the doctoral committee that a "permanent" program advisor or chairperson is selected. Faculty members are designated to serve on a doctoral committee (as chairperson or committee member) only after mutual consent between the student and the respective faculty member. Once the doctoral committee has been approved by the Director of the Center and the Associate Dean of the School of Education the membership remains fixed until the completion of comprehensive examinations unless by mutual consent between the student and professor and with the approval of the Director and Associate Dean a change is requested.

After the successful completion of comprehensive examinations, a student may desire to alter his/her doctoral committee, especially if a dissertation topic has been identified that is in an area in which another professor(s) may be particularly helpful. The alteration of chairperson or committee members at this stage also requires the consent of faculty members involved and the approval of the Center Director and Associate Dean. Upon the signed approval of the dissertation proposal, however, all committee members must remain on the committee through the final dissertation defense.

The chairperson of the doctoral committee is at all times the supervisor, manager, and coordinator of the student's doctoral career. He/she is specifically responsible to see that the student progresses in an expeditious way toward the degree; he/she organizes committee meetings; he/she advises the student when he/she feels the student is ready for the comprehensive exam, proposal defense, and dissertation defense; he/she consults with the student in all aspects of the student's academic work.

The doctoral committee is charged with the following functions: members of the committee advise and consult with the student in developing an acceptable program; members of the committee prepare both the written and oral comprehensive examinations (coordinated by the chairperson) and read and evaluate the results of the comprehensive examination; members of the committee assist the students in the preparation of a dissertation proposal and sit for the proposal defense; members of the committee sit for the final oral defense of the dissertation.

VII. STEPS TOWARD THE DOCTORATE

Advisors and doctoral students are jointly reponsible for insuring that each step toward fulfilling degree requirements is met and officially recorded. To assist in this process, a "Doctoral Degree Record of Progress" form is maintained by the Office of Admissions and Student Affairs for Ed.D. and Ph.D. Students. A copy of this form and accompanying instructions are included in this Handbook (see Appendix C & D). As each step is completed, the official copy must be signed and returned to the Office of Admissions and Student Affairs.

In the Center for the Study of Higher Education, the progress of each doctoral student is reviewed by the Center faculty after the completion of twelve (12) hours of course work and before approval is granted to establish a doctoral committee. This review is in lieu of a preliminary examination. For students enrolled in the School of Education, this step signifies a change of status from "Advanced Graduate Study" (AGS) to "Doctoral Study." While the Graduate School of Arts and Sciences does not officially require this review for Ph.D. students, it is the policy of the Center to review the work of all doctoral students at this stage. Thus, the procedure is the same for Ed.D. and Ph.D. students. As is explained in the "Instructions for Completing the Doctoral Degree Record of Progress Form," step 2 (see Appendix C), students are to request in writing a review of their progress. Students enrolled in Advanced Graduate Study request admission into the doctoral (Ed.D.) program; students enrolled as Ph.D. students request a review of their progress and permission to formalize a doctoral committee. Samples of these letters are included in Appendix J of this Handbook.

VIII. TRANSFER OF CREDIT

A student may, with the approval of his/her program committee, include as part of the work required for a degree courses completed at another accredited university. Decisions regarding the transfer of credits are made on an individual basis and all graduate credit offered as transfer credit must be directly related to a planned program of study.

Work counted for a degree already completed may not be "double-counted" as part of a degree program in process. Exceptions to this policy may be granted when, for example, a student has two masters' degrees or a second degree beyond the master's in an area deemed appropriate as a supporting or "minor" area of study in a doctoral program. Also, a request for transfer or credit earned as part of another degree program may be considered favorably when the credit to be accepted by transfer is in excess of a thirty-hour minimum required for most master's degrees. Decisions regarding the appropriateness of transferred credit rest with the committee member(s) representing the field of study in question.

IX. COMPREHENSIVE EXAMINATIONS: POLICIES AND PROCEDURES FOR DOCTORAL STUDENTS

The comprehensive examination is a significant aspect of the candidate's total doctoral program. Consisting of both written and oral sections, the examination is normally administered during or immediately following the last semester in which the doctoral candidate is engaged in formal coursework.

A. Objective/Criteria

The comprehensive examination in higher education, although largely tailored to the coursework and experiences provided each individual in the doctoral program, has as its overall objectives the assessment of the candidate's understandings, knowledge, and skills as they relate to the objectives set forth on page 2 of this document. The comprehensive examination is not, however, restricted to specific or standard course content. While coursework, independent study and professional experiences are essential in providing the candidate with a command of the substance of higher education as a field of study, the comprehensive examination is designed to test the candidate's ability to integrate and apply knowledge in problem solving and policy analysis contexts. Therefore, depth of knowledge, the ability to synthesize, and clear evidence that the student has mastered the general tools of logic, analysis, expression and conceptual thought are important criteria.

The examination questions in the minor fields will be organized so as to meet the objectives prescribed by the minor field advisors.

B. Examination Format

1. Written Examination: The written portion of the comprehensive examination involves approximately 12 hours of writing time

scheduled over a two-day period. The written examination consists of a general or "core" section (four hours), a section devoted to the candidate's special area of emphasis within higher education (three hours), and minor field examinations (typically two and a half hours each).

b) If in the judgment of the committee, a candidate's performance on the written examination is considered unsatisfactory, in whole or in part, the candidate may petition the committee for re-examination at a subsequent scheduled examination period. Subsequent failure on the written examination will result in the termination of the student's status as a doctoral candidate in the Center for the Study of Higher Education.

2. Oral Examination: The oral portion of the comprehensive examination is normally held within thirty days after the candidate is notified of successful completion of the written examination. This session of the examination, not to exceed two hours, provides an opportunity for the candidate to amplify upon, clarify and/or explore more deeply with the committee responses to the written examination. In addition, the committee may wish to discuss with the candidate questions and issues not dealt with in the written phase.

a) If the candidate performs unsatisfactorily on the oral examination, the committee may be petitioned for a re-examination to be conducted at a date determined by the committee. Subsequent failure on the oral examination will result in the termination of the student's status as a doctoral candidate in the Center for the Study of Higher Education.

b) Successful completion of the written and oral comprehensive examinations is normally an indication that the candidate is ready to proceed to his dissertation research. However, if special weaknesses are revealed, the student's doctoral committee may at the time recommend additional courses or other experiences to strengthen the student's program and preparation before considering a proposal for dissertation research.

C. Examination Procedures

1. Admission to Comprehensive Examination: A student who has been admitted to doctoral study may take the comprehensive examinations when he/she:

a) has substantially met the course requirements established by his/her major advisor and committee;

b) is ready for the examination in the judgment of the major advisor and committee.

2. Examination Schedule: The written comprehensive examinations are routinely scheduled three times per year.

a) Thursday and Friday of the first full week of classes of the Fall semester;

b) Thursday and Friday of the first full week of classes of the Spring semester;

c) Thursday and Friday of the first full week of classes of inter-session of the Summer session.

Exceptions to the above dates will be granted only upon extenuating circumstances and with the approval of the student's doctoral committee.

3. Advisor's Responsibilities:

a) The candidate's major advisor will be responsible for coordinating the preparation of the examination by soliciting

questions from other committee members, and perhaps from other members of the faculty.

b) It is also the advisor's responsibility to collect from the candidate the original written exam at the end of the examination period, as well as a typed copy of the completed written exam; to reproduce and distribute copies to committee members; and to inform the candidate of the examination results.

c) Following the examination, the advisor should place a copy of the higher education questions in the examination notebook. This notebook is available for the perusal of students in the Center for the Study of Higher Education; students are encouraged to consult this notebook of past questions at any time.

X. DISSERTATION RESEARCH

When doctoral candidates have completed all course work and comprehensive examinations, they enter into the final stage of doctoral study--research that culminates in a dissertation. Students enroll for EDHI 999 Dissertation Research each semester throughout this phase for the number of credit hours specified by their advisors.

The development and defense of a dissertation proposal is an important aspect of dissertation research. Once the proposal has been approved by the doctoral committee, a copy of the signed proposal must be attached to the student's official Record of Progress. All committee members must approve the dissertation proposal.

When in the opinion of the student's advisor the dissertation is in satisfactory form, a final defense of the dissertation is scheduled. The advisor should notify the Associate Dean of the School of Education of the title of the dissertation and the date, time and place scheduled for the defense in order that public announcement of the examination can be made. Any interested member of the University community is invited to attend the defense of a Ph.D. dissertation, but the examination itself is conducted by the committee and it is the committee that must unanimously approve the dissertation before the degree can be awarded.

In addition to signatures required on the Record of Progress, other forms must be processed for purposes of graduation. Students at the dissertation stage are especially advised to not only read appropriate sections of the School of Education or Graduate School Records but to also consult with staff in the Office of Admissions

and Student Affairs in the School of Education and/or in the Graduate School of Arts and Sciences in order to be informed of the proper forms and current procedures required. Moreover, information concerning deadline dates and other matters of important detail can be obtained through these offices.

XI. ED.S. PROGRAMS

The Education Specialist degree program is designed for the highly motivated, mature student who desires additional preparation beyond the master's degree, but who may not wish to pursue the doctorate. In the Center for the Study of Higher Education, two routes to the Ed.S. degree are offered: an "administrative" option and a "teaching" option. Both options are designed to provide flexible, yet focused, programs of study leading to increased understanding of the field of postsecondary education and to the enhancement of specific professional competencies.

Ed.S. worksheets that outline the required courses within each option and steps involved in satisfying requirements for the degree are included as Appendices E and F. Basically, each program requires thirty (30) hours of coursework beyond the master's degree. If the student has not had prior administrative or teaching experience deemed sufficient by his/her advisory committee, an internship experience may be required as a portion of the program. At the completion of the program of study, candidates for the Ed.S. degree must take a comprehensive examination.

Upon admission to an Ed.S. program, a student is assigned a temporary advisor. After determining with this advisor the emphasis the program is to take, the student should form an advisory committee. This committee must consist of three professors who will be responsible for program planning and evaluation of the student's performance on the comprehensive examination. In programs with an administrative emphasis, at least two members of the committee will be faculty from the Center for the Study of Higher Education. For students pursuing Ed.S. degrees

in a teaching field, one member of the committee should be a member of the Faculty of Arts and Sciences representing the discipline involved, and another member of the Committee should be from an appropriate instructional area in the Department of Curriculum and Instruction.

Candidates for this degree must satisfy residency requirements of at least one semester or two consecutive summer sessions spent in full-time study (see Section V). No requirements, including transferred credit, completed more than eight years before the Ed.S. degree is to be awarded may be credited toward that degree. Application for the degree must be submitted by the student to the School of Education. Forms can be obtained from the Office of Admissions and Student Affairs, as can information concerning deadlines for receipt of the application, reporting comprehensive examination results, etc.

A more particular statement regarding the objectives of each Ed.S. option is presented below:

A. Administrative Option

Based on essentially the same core studies as the doctoral program, the Ed.S. administrative option stresses an understanding of the functions, goals and values of institutions of postsecondary education; a knowledge of the constituents organizational structure, and the political, legal, and economic dimensions of postsecondary education; and deepened awareness of the dynamics and processes of postsecondary education. Moreover, a candidate for the Ed.S. degree with an administrative emphasis should gain specific acquaintance with operational problems in college administration, including matters relating to finance and planning, student affairs administration, development, public relations, state coordination policies, faculty development and recruitment, federal regulations, etc.

B. Teaching Option

This option was initially designed for, but is not limited to, members of community college faculties. The program of study aims to further the skills, knowledge and understanding of college instructors and is jointly conducted by the Center for the Study of Higher Education and the Department of Curriculum and Instruction.

The following objectives are the foundation upon which this option is structured:

1. The student will gain additional competencies in one or more teaching fields beyond the master's degree level. These competencies shall emphasize one or more of the following:

   a. Synthesis of knowledge within the discipline;

   b. Relationship of the discipline to other disciplines;

   c. Application of the discipline to practical work or life situations;

   d. Use of the disciplines to examine contemporary problems and issues.

2. The student will gain competencies in curriculum and instructional theory and practice as applied to the [community] college context and provide evidence of this competence.

3. The student will develop an awareness of the role that the [community] college plays within the system of postsecondary education in American society, including lingering and emergent issues, problems, debates, and tensions that characterize this sector of postsecondary education.

4. The student will gain an understanding of the nature of college students, traditional and non-traditional.

In the teaching option Ed.S. program, a twelve hour core requirement (see Appendix H) accompanies specialized study in the candidate's teaching field. Up to eighteen hours in a discipline and/or in relevant curriculum and instruction courses may be included in the thirty hour Ed.S. program. As with the administrative option, if a degree candidate has not successfully completed at least one full year of teaching in a college, arrangements will be made (if staffing patterns permit) to provide the candidate with a teaching internship at a community college. As is noted in the next section of this Handbook, however, internships require considerable advance planning and negotiation. A student desiring internship experience should thus consult with his/her advisor and the Center Director regarding internship possibilities.

XII. INTERNSHIP POLICIES AND PROCEDURES

The internship provides the prospective college faculty member, administrator, or agency staff member with the opportunity to experience theory in practice in the actual institutional milieu. It permits the student to relate past experience and academic preparation in new areas and to develop competencies required for successful professional performance. The internship experiences will be specifically structured around the student's career orientation, professional preparation, prior professional experience, and the availability of positions and institutional resources.

Internship credit indicates a sustained, supervised and carefully planned phase of experiential education. Credit is not awarded for work done as a normal part of one's assistantship or professional position.

The Center has been fortunate in placing students in a variety of institutional settings for internship opportunities, the most common placements being at community colleges, liberal arts colleges, universities, professional associations, and state agencies. Internships frequently, but not always, provide a stipend. Students need to initiate the process through the Director of the Center well in advance ofthe semester they wish to intern. The longer the lead time, the greater the possibility of arranging a suitable internship.

Guidelines detailing the specific objectives, expectations and evaluation procedures that govern teaching and administrative internships are included in Appendix G and H.

XIII

HIGHER EDUCATION GRADUATES AND DISSERTATION TITLES

Matthews, Maurice, PROFESSED INTEREST IN EXTERNAL DEGREES AMONG SELECTED SUB-POPULATIONS IN VIRGINIA, Ed.D. (1973).

Nicholas, Freddie W., THE BLACK LAND GRANT COLLEGES: AN ASSESSMENT OF THE MAJOR CHANGES BETWEEN 1965-66 AND 1970-71, Ed.D. (1973).

Sanborn, Carleton H., RELATIONSHIPS BETWEEN LEVEL OF INTEREST OF FACULTY ADVISERS IN ADVISING STUDENTS AND SELECTED ADVISING EXPERIENCES AS REPORTED BY ADVISEES AT THE COMMUNITY COLLEGE LEVEL, Ed.D. (1973).

Barnhardt, Robert, THE PROCESS OF UNDERGRADUATE CURRICULUM CHANGE AT THE SCHOOL OF ENGINEERING AND APPLIED SCIENCES, UNIVERSITY OF VIRGINIA, Ed.D. (1974).

Merritt, Johnnie, ANALYSIS OF ACADEMIC ACHIEVEMENT, BIOGRAPHICAL CHARACTERISTICS, IN RELATION TO PERSISTENCE DESCRIPTORS OF SELECTED VIRGINIA COMMUNITY COLLEGE STUDENTS, Ed.D. (1974).

Satryb, Ronald P., THE GRIEVANCE APPEALS PROCESS WITHIN THE STATE UNIVERSITY OF NEW YORK: A DESCRIPTIVE ANALYSIS, Ed.D. (1974).

Austin, Homer W., THE EFFECTS OF HIGH SCHOOL CALCULUS ON ACHIEVEMENT DURING THE FIRST SEMESTER OF COLLEGE CALCULUS FOR FIRST YEAR STUDENTS, Ph.D. (1975).

Kelley, Edith W., A STUDY OF PROFESSIONAL IDENTITY OF ADMINISTRATORS AND FACULTY OF THREE BACCALAUREATE PROGRAMS IN SELECTED ALLIED HEALTH SCIENCE SCHOOLS AND DEPARTMENTS, Ed.D. (1975).

Dauria, Anne Mary, ROLE ENACTMENT OF NURSE-FACULTY IN INSTITUTIONS OF HIGHER EDUCATION IN VIRGINIA, Ed.D. (1976).

McKeon, Thomas L., A CASE STUDY OF THE LEGISLATIVE POLICY DECISION WHICH ESTABLISHED CONSORTIA WITH THE COORDINATION OF CONTINUING HIGHER EDUCATION IN VIRGINIA, Ed.D. (1976).

Martin, Everett Jr., THE ANALYSIS OF ACCOUNTABILITY MEASURES WHICH FOLLOW STATE FINANCIAL ASSISTANCE TO THE PRIVATE SECTOR OF HIGHER EDUCATION IN THE UNITED STATES, Ed.D. (1976).

Sears, James, AN ANALYSIS OF THE RELATIONSHIP BETWEEN SELECTED SOCIO-ECONOMIC, DEMOGRAPHIC, AND INFLUENCE VARIABLES AND THE POST-SECONDARY PLANS OF WASHINGTON COUNTY, VIRGINIA SENIORS, Ed.D., (1976).

Emslie, Marion, A STUDY OF THE STATUS, POLICIES, AND PRACTICE OF THE ENDOWED ACADEMIC CHAIR IN SELECTED AMERICAN COLLEGES AND UNIVERSITIES, Ed.D. (1977).

Grymes, Robert, THE RELATIONSHIP BETWEEN SELECTED INSTITUTIONAL CHARACTERISTICS AND THE DEVELOPMENT OF COMMUNITY SERVICE PROGRAMS AT THE MARYLAND AND VIRGINIA PUBLIC COMMUNITY COLLEGES, Ed.D. (1977).

Hecht, Amy, MEN AND BLACK STUDENTS ENTERING NURSING: A COMPARATIVE STUDY OF FACTORS IN VOCATIONAL CHOICE, Ed.D. (1977).

Ryan, Mary, CHANGES IN INTRODUCTORY CHEMISTRY COURSES AT AMERICAN COLLEGES AND UNIVERSITIES FROM 1950 TO 1975, Ph.D. (1977).

Head, Ronald B., LEGAL ISSUES CONCERNING PART-TIME FACULTY EMPLOYMENT, Ph.D. (1978).

Ikenberry, D. Jane, A DESCRIPTIVE STUDY OF CONTRACT PROVISIONS AFFECTING PART-TIME FACULTY INCLUDED IN THE BARGAINING UNITS OF POST-SECONDARY UNITS, Ed.D. (1978).

Poteet, Gaye, LEARNER IDENTIFIED NEEDS FOR CONTINUING EDUCATION IN NURSING IN THE COMMONWEALTH OF VIRGINIA, Ed.D. (1978).

Allan, Beverly B., AN EMPIRICAL INVESTIGATION OF THE THEORIES RELATED TO THE FORCES IMPINGING UPON PLANNED CHANGE IMPLEMENTATION, Ed.D. (1979).

Asbury, Jacqueline, CURRENT PROFILES OF WOMEN PROFESSORS IN VIRGINIA, 1977-78, Ed.D. (1979).

Dassance, Charles, THE EFFECTS OF THE HUMAN POTENTIAL SEMINAR ON THE SELF-ACTUALIZATION AND READING ACHIEVEMENTS OF HIGH-RISK COMMUNITY COLLEGE STUDENTS, Ed.D. (1979).

Henry, JoAnne, CURRENT TENURE PRACTICES IN SCHOOLS OF NURSING, Ed.D. (1979).

Hunt, E. Stephen, THE DISTRIBUTION CHARACTERISTICS AND EMPLOYMENT BENEFITS OF PART-TIME FACULTY IN THE UNITED STATES: A COMPARATIVE CASE STUDY, Ph.D. (1979).

Pollok, Clementine, FACTORS INFLUENCING REGISTERED NURSE ENROLLMENT IN BACCALAUREATE NURSING PROGRAMS AS REPORTED BY REGISTERED NURSES IN VIRGINIA, Ph.D. (1979).

Ross, Robert, SMALL/RURAL TWO-YEAR COLLEGES: AN ANALYSIS OF THEIR PROBLEMS AND CHARACTERISTICS, Ph.D. (1979).

Bishop, Anne H., THE CONTINUING EDUCATION PREFERENCES OF CERTAIN REGISTERED NURSES BASED UPON THEIR OTHER-DIRECTEDNESS SELF-DIRECTEDNESS, Ed.D. (1980).

Dorsey, Barry M, THE IMPACT OF STATE POSTSECONDARY (1202) EDUCATION COMMISSIONS: AN ANALYSIS OF THE PERCEPTIONS OF COMMISSION DIRECTORS, Ed.D. (1980).

Gaunt, Roger, THREE PERSPECTIVES ON THE POLITICAL HISTORY OF VIRGINIA'S VETERINARY SCHOOL, Ph.D. (1980).

Lowe, Elizabeth R., WORKLOAD AND SALARY COST CASE STUDIES OF PART- AND FULL-TIME FACULTY IN FIVE PUBLIC UNIVERSITIES, Ph.D. (1980).

McCabe, Michael V., EVALUATION FOR ADVANCEMENT: THE UNIVERSITY FACULTY POINT OF VIEW, Ed.D. (1980).

McLeod, Charles L., AN ANALYSIS OF COLLEGE CHOICE INFLUENCE VARIABLES AND SELECTED CHARACTERISTICS AMONG FIRST-TIME FRESHMEN ATTENDING A LARGE URBAN UNIVERSITY, Ed.D. (1980).

Serventi, Debra L., THE PERCEIVED MOTIVATIONS AND BENEFITS OF STUDENTS PARTICIPATING IN A UNIVERSITY STUDENT VOLUNTEER PROGRAM, Ph.D. (1980).

Wolf, Dwight D., THE UNION PLAN: A CASE STUDY OF THE REFORM OF A TRADITIONAL TENURE SYSTEM, Ed.D. (1980).

APPENDIX

A. Application for Financial Aid for Graduate Students

B. Program of Studies Worksheeet: Doctoral Program

C. Instructions for Completing the Doctoral Degree Record of Progress Form

D. Doctoral Degree Record of Progress

E. Ed.S. Program of Studies Worksheet: Administrative Option

F. Ed.S. Program of Studies Worksheet: Teaching Option

G. Internship Guidesheet: Administrative Option

H. Internship Guidesheet: Teaching Option

I. Appointment of Advisory Committee

J. Sample Letters Requesting Progress Review and Admission to Doctoral Study

UNIVERSITY OF VIRGINIA
SCHOOL OF EDUCATION
(GRADUATE DIVISION)

A

APPLICATION FOR FINANCIAL AID FOR GRADUATE STUDENTS

Instructions

1. Return this application to the Dean, School of Education, University of Virginia, Charlottesville, Virginia.
2. If not admitted to the Graduate Division, School of Education, file proper application for admission with the Dean of the School of Education. No application for aid can be considered unless admission has been granted.
3. This application must be accompanied by transcripts of the applicant's complete undergraduate and graduate records and grades, unless already filed with the Dean's Office.
4. A small recent photograph of the applicant must accompany this application.

APPLICANT'S NAME: _____
(please print) (Last) (First) (Middle)

Date of Semester for which application is made: September 19_____; February 19_____.

I. PERSONAL HISTORY:

1. Present address: _____
(Street and number)
_____
(City or town) (County) (State)
2. Permanent or home address: _____
(Street and number)
_____
(City or town) (County) (State)
3. Place and date of birth: _____
_____
4. Marital status: _____single, _____married.
5. Do you expect to be married within the next session? _____
6. Give names and ages of dependents, if any: _____
_____ _____
(Name) (Age)
_____ _____
(Name) (Age)
_____ _____
(Name) (Age)
_____ _____
(Name) (Age)
_____ _____
(Name) (Age)
7. Are you a veteran?_____Date of Service _____
Branch and Rank _____
8. Are you eligible for the G.I. Bill? _____
_____World War II _____ Korean. Number of months of eligibility remaining _____
If not eligible, explain briefly: _____
_____
_____

M-24—2720333

II. EDUCATIONAL BACKGROUND:

1. Colleges and universities attended:

(Name)	(Date)	(Degree)
(Name)	(Date)	(Degree)
(Name)	(Date)	(Degree)
(Name)	(Date)	(Degree)

2. Give your undergraduate major or field of specialization: _____

3. If you have been a graduate student, state your field of specialization: _____

4. Name honorary fraternities or societies of which you are a member: _____

III. PROFESSIONAL EXPERIENCE:

1. Present occupation: _____

2. Are you a professionally certified teacher? _____

   If so, give type of certificate held and name of State issuing it. _____

3. Name professional organizations of which you are a member: _____

4. Give summary of previous experience in teaching, or related professional activities. Describe the nature of each position. Give the dates of service and the name and place of the school, institution, or organization. (Attach an additional sheet if necessary.)

5. List the names and addresses of at least four persons acquainted with your experience and training.

(Name)	(Address)
(Name)	(Address)
(Name)	(Address)
(Name)	(Address)
(Name)	(Address)

IV. FUTURE EDUCATIONAL AND PROFESSIONAL PLANS:

1. Do you wish to become a candidate for a degree? _____

   If so, what degree? _____

2. Give length of time, with inclusive dates, you expect to be in residence at the University.

3. What do you propose as your field of specialization in your future program of graduate work? _____

4. Write a statement of your professional goals.

V. STATEMENT OF APPLICANT'S RESOURCES:

All applicants will be considered on the basis of scholastic and professional promise, personal qualities, and need. Need must be established before certain awards can be made. The following information is necessary and will be treated in confidence.

1. Estimate of Resources:

   a. From parents . . . . . $_____
   b. From relatives . . . . . $_____
   c. From applicant's savings . . . . . $_____
   d. From G.I. Bill . . . . . $_____
   e. From all other sources . . . . . $_____
   Total . . . . . $_____

2. Will the income indicated above be available for more than one term or year? _____

3. What has been your average salary for the past three years? _____

VI. TYPE OF STUDENT AID DESIRED:

The following types of student aid are available in the Graduate Division of the School of Education. Detailed descriptions are given in the Scholarship section of the School of Education catalogue.

1. Check the type for which you are applying:

   _____ Fellow
   _____ Graduate Assistant
   _____ Part-time Instructor*
   _____ Research Associate*

Date _____ Signature of Applicant _____

*These are available only for students working toward the doctorate or toward the Diploma of Advanced Graduate Study.

M-24—2720833

PROGRAM OF STUDIES WORKSHEET

Center for the Study of Higher Education

DOCTORAL PROGRAM

Ed.D. _____

Ph.D. _____ Advisor _____

To be used in conjunction with Doctoral Degree Record of Progress Form.

Name _____ S.S. # _____

Address: Home _____ Phone _____

Local _____ Phone _____

Date Admitted to AGS _____

Date Admitted to Doctoral Study _____

Period of Full-Time Residence _____ to _____

HIGHER EDUCATION: MAJOR FIELD

Core Requirements (12 hrs.)		Semester	Grade	Credits
EDHI 710	History of Higher Education	_____	_____	3
EDHI 712	Curriculum in Higher Education	_____	_____	3
EDHI 713 EDHI 727	The College Student, or The Adult Learner	_____	_____	3
EDHI 840	Organization and Control of Higher Education	_____	_____	3
				12

Area of Specialization in Higher Education (Minimum 15 hrs.)

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Supporting Area #1 (Note: Minimum of 24 semester hours must be completed in two supporting fields. Master's degree courses may be applied when approved by committee.)

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Supporting Area #2

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Internship

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Research (Ed.D.: EDER 524 and 801 or equivalent = competency
Ph.D.: competency in two research areas or mastery in one)

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
EDHI 900	Research Seminar in Higher Education	_____	_____	_____

Dissertation Credit (minimum 12*)

EDHI 999	Dissertation	_____	_____	_____
EDHI 999	Dissertation	_____	_____	_____
EDHI 999	Dissertation	_____	_____	_____

*Doctoral candidates must continuously register for EDHI 999 until dissertations are completed unless non-resident approval is granted by the Director.

Date of Written Comprehensive Examination _____

Action: _____

Date of Oral Comprehensive Examination _____

Action: _____

Defense of Dissertation Proposal _____

Action: _____

Presentation and Defense of Dissertation _____

Action: _____

Date Degree Awarded _____

Comments or Special Conditions _____

_____

_____

_____

_____

Committee	Program Area*
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

*Minimum of four Committee members, two of whom must represent supporting areas outside of Higher Education

Adopted July 1980

SCHOOL OF EDUCATION
UNIVERSITY OF VIRGINIA

INSTRUCTIONS FOR COMPLETING THE DOCTORAL DEGREE RECORD OF PROGRESS FORM

NOTE: These instructions are meant to supplement but not replace the policies outlined in the Graduate Division Records of the School of Education and Graduate School of Arts and Sciences.

The following steps are intended to assist both Ed.D. and Ph.D. students in meeting program and documentation requirements. The official copy of the Doctoral Degree Record of Progress Form must be the one on file in the Admissions Office of the School of Education for both Ed.D. and Ph.D. students.

STEP 1 DEMOGRAPHIC INFORMATION

Complete the Identification Block, referencing the appropriate HEGIS Code from below. Advanced Graduate Study status is not required for the Ph.D.; Enter "Not Applicable" for "Date Admitted to AGS."

HEGIS CODES

CODE	DEGREE	PROGRAM AREA
0827	Ed.D.	Administration and Supervision
0898	Ed.D.	Audio-Visual
0826	Ed.D.	Counselor Education
0829	Ed.D.	Curriculum and Instruction
0825	Ed.D.	Educational Evaluation
0822	Ed.D.	Educational Psychology
0821	Ed.D.	Educational Research Methodology
0802	Ed.D.	Elementary Education
0895	Ed.D.	English Education
0821	Ed.D.	Foundations of Education
0837	Ed.D.	Health Education
0805	Ed.D.	Higher Education
0833	Ed.D.	Mathematics Education
0835	Ed.D.	Physical Education
0836	Ed.D.	Reading Education
0889	Ed.D.	School and Clinical Child Psychology
0834	Ed.D.	Science Education
0808	Ed.D.	Special Education
1220	Ed.D.	Speech Pathology and Audiology
0897	Ed.D.	Social Studies Education
0801	Ph.D.	General Education

STEP 2 ADMISSION TO DOCTORAL PROGRAM FROM AGS

For AGS (pre-Ed.D.) students only: After 12 credits (but usually not later than 18 credits of work) and with the consent of your temporary advisor, apply in writing to the faculty of your Department or Center for admission to the doctoral program. Record under Program of Study (see STEP 5) all course work submitted for review. List courses under the area of potential applicatio and place an asterisk (*) before each course submitted for review. Submit Record of Progress Form and letter of application to your Department Chairperso for review.

STEP 3 APPOINTMENT OF DOCTORAL COMMITTEE

After admission to the doctoral program and with the recommendation of your temporary advisor, the Dean for Academic and Student Affairs appoints a doctoral committee. The committee must consist of a minimum of four faculty members of the University appointed to the rank of assistant professor or higher. Of the four, one must be from outside your major department. Two members must be from other than your major program area with each representing one of the two supporting fields in your program of studies. If one of your supporting fields is not offered at the University, a fifth committee member from outside the University may be added to represent this field if approved by (1) your major Department, (2) the four University faculty who have agreed t serve on the committee, and (3) the Dean. The representative of a supporting field must be academically qualified in that field and a member of a department offering a program in that field. Supporting field representatives are responsible for the program planning and comprehensive examination in their area. Fo this purpose of policy and procedure in the School of Education regarding graduate programs, "program area" shall mean a graduate program representing a discrete area of study identified by a HEGIS code number or approved by the student's major Department and the Dean.

• Once designated to serve upon the doctoral committee, a faculty member may not be removed without written consent of all members (see STEP 7). The form Request for the Appointment of an Advisory Committee is available in the Admissions Office.

STEP 4 OUTCOME OF PRELIMINARY EXAMS (if applicable)

Preliminary exams may be required by a department or committee. Consul your Committee Chairperson regarding this matter. If preliminary exams are taken your Committee verifies the results of the exams.

STEP 5 PROGRAM OF STUDY

Consult your Committee Members for their advice in developing your program of study. You must complete a Major area and a minimum of twenty-four hours of work in two supporting fields. Include all courses taken or scheduled to be taken. After all Committee Members have approved the entire program, any changes are to be made with the written consent of all Committee Members and recorded on your Record of Progress Form. Additional courses but not substitutions need to be approved only by your Committee Chairperson.

Courses designated by an asterisk (*) are those submitted for admission review to the doctoral program (see STEP 2) and may with Committee approval app to your doctoral program.

EP 6 COMPREHENSIVE EXAMS

The written comprehensive examinations in the major and each supporting eld are to be taken after substantial course work has been completed. All complete grades within your program must be satisfactorily removed prior to heduling these examinations. The time, place, and specific format of the amination shall be determined by your Committee.

An oral comprehensive examination may be required at the discretion of ur Committee or to meet the policy of your Major Department. The oral examination is distinct from the defense of the dissertation which comes at the completion of the doctoral program.

After successfully completing the comprehensives, alternations in your mmittee Membership may be made with unanimous agreement of all parties involved ter approval of the dissertation proposal,all Committee Members must remain the Committee through the final oral defense of the dissertation.

EP 7 RESEARCH (AND PRACTICUM) REQUIREMENTS

Ed.D. research and practicum requirements vary by program and course of udy. Consult your Chairperson concerning your particular requirements and tions.

Ph.D. students must satisfy research requirements in qualitative research ills, quantitative research skills, and/or foreign languages. Students selecting quantitative research skills must demonstrate competency or mastery through rformance on the School of Education Quantitative Research Skills Exam for .D. Students. The exam is administered by the Dean's Office on the same dates the M.Ed. Comprehensive Exams (see calendar in current Record) and is ailable to Ph.D. students who have an approved Doctoral Committee. Application r the examination must be made at least two weeks prior to the scheduled exam te. An outline of the exam requirements and exam application are available the Admissions Office. Completion of Ph.D. Research Requirements must be ported to the Graduate School of Arts and Sciences by the Associate Dean r Academic and Student Affairs.

Research and Practicum requirements must be completed before the defense the dissertation proposal.

EP 8 DISSERTATION PROPOSAL

You must prepare a dissertation proposal and defend it before your mmittee. You are responsible for scheduling all committee meetings and stributing copies of the proposal and any revisions, however, the Committee airperson will conduct all sessions. All Committee Members must approve the ssertation proposal. Advancement to candidacy is to be verified by the mmittee Chairperson after all revisions of the dissertation proposal have en approved. A copy of the signed proposal must be attached to your official ctoral Degree Record of Progress.

EP 9 DISSERTATION DEFENSE

You are urged to consult fully with all Committee Members during the anning, conduct, and writing of your dissertation; although, the work will directly supervised by your Committee Chairperson. The dissertation must be fended before the same Committee which approved the proposal. All Committee mbers must approve the dissertation. You must register for a minimum of elve (12) semester hours of dissertation credit (see below, TUITION AND FEES).

STEP 10 RESIDENCY

Minimum residence time is one academic year of two semesters. Residenc time requirements are satisfied by full-time study with registration each semester for at least twelve semester-hours of experience which are on-grounds in Charlottesville. Summer sessions do not satisfy the residence time require ment. (The doctoral student is urged to continue full-time study beyond the minimum residence requirement.)

STEP 11 APPLICATION FOR DEGREE

Ed.D. degrees are granted in January, May and August. Ph.D. degrees ar granted only in May and August. Application for degrees are available through the Admissions Office of the appropriate School and must be submitted by November 1st for January graduation, February 1st for May graduation, and June 1st for August graduation.

STEP 12 APPROVAL AND INSPECTION OF DISSERTATION

The original and one copy of the dissertation are to be approved and inspected by the Office of the Dean, School of Education for Ed.D. or Office of the Dean, Graduate School of Arts and Sciences for Ph.D. two weeks prior to the May or August graduation or by December 15th for the January graduation. A copy of your dissertation title page must be submitted five weeks before graduation.

STEP 13 FINAL REVIEW OF RECORD OF PROGRESS

Submit this Record of Progress to the Office of the Associate Dean for Academic and Student Affairs for final review and approval.

****

TUITION AND FEES

All students must pay full tuition and fees for at least six semesters, or the equivalent; or for students who have the equivalent of a Master's degree full tuition and fees must be paid for at least four semesters or equivalent beyond the Master's degree.

Full-time and part-time students who have paid full tuition and fees, as set forth above, must continue to register for dissertation credit for eac semester or summer session in which they are (a) presenting and defending a di sertation proposal, (b) preparing a dissertation under the active supervision of a faculty member, or (c) taking the final oral examination on the content and conclusions of the study. After meeting the above tuition and fee require ments, a special semester rate plus a comprehensive fee is charged for three to twelve semester-hours of dissertation credit. Since these fees vary from year to year, students should request information about them in Room 172, the Office of Student and Academic Affairs. Students planning to enroll for dissertation credit during the summer session (s) should consult the Summer Session Record for tuition and fee rates.

A fee for processing and binding another copy of your dissertation must be paid at Alderman Library.

TIME LIMIT

All requirements for the degree, including transferred credit, must be completed within eight years from initial matriculation as an advanced graduate student. Although it is not necessary to be enrolled continuously from the time of acceptance as a graduate student until completion of the degree, a student must apply for readmission to the School of Education if he allows sixteen consecutive months to elapse without being enrolled in at least one course for credit toward a degree program. Readmission is not automatic in such instances and will depend on a full review of the student's past record and Departmental resources.

9/77 P.J.B.

D

SCHOOL OF EDUCATION
UNIVERSITY OF VIRGINIA

DOCTORAL DEGREE RECORD OF PROGRESS

Check appropriate degree: Ed.D.___ Ph.D.___

A copy of this Record of Progress, completed to date, must be on file as part of your official record in the Admissions Office.

EP 1: DEMOGRAPHIC INFORMATION

AME _____ DATE _____
CAL MAILING ADDRESS _____ PHONE # _____

ERMANENT HOME ADDRESS _____ PHONE # _____

ROGRAM AREA _____ HEGIS CODE _____
DVISOR _____ DATE ADMITTED TO AGS _____
NDERGRADUATE STUDIES (List schools attended, location, major, degree conferred, date conferred)

RADUATE STUDIES (List schools attended, location, major, degree conferred, date conferred)

RADUATE RECORD EXAM SCORES
Verbal _____ Quantitative _____ Analytical _____ Other _____

ROFESSIONAL AFFILIATIONS

ROFESSIONAL EXPERIENCES (Dates, position held, title of institution or firm, location)

STEP 2: (AGS ONLY) ADMISSION TO DOCTORAL PROGRAM

DATE OF APPLICATION TO DOCTORAL PROGRAM _____

STEP 3: APPOINTMENT OF DOCTORAL COMMITTEE

ADMITTED TO DOCTORAL PROGRAM:
SIGNATURE OF DEPARTMENT CHAIRPERSON _____ DATE _____
DOCTORAL COMMITTEE MEMBERS:

NAME (* = chairperson)	AREA
* _____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

STEP 4: OUTCOME OF PRELIMINARY EXAMINATION (if applicable):

OUTCOME: _____ DATE _____

SIGNATURES OF COMMITTEE MEMBERS:

_____
_____
_____
_____
_____
_____

EP 5: PROGRAM OF STUDY Please Type
List Major Area of Specialization on this page and Supporting Areas and Electives on the next page.

ourses designated by (*) asterick are those submitted for admissions review to the doctoral ogram.

AJOR AREA OF SPECIALIZATION _____

OURSE NO.	TITLE	SEM/YR	GR	INSTITUTION

SUPPORTING AREA (MINOR) _____

COURSE NO.	TITLE	SEM/YR	GR	INSTITUTION

SUPPORTING AREA (MINOR) _____

COURSE NO.	TITLE	SEM/YR	GR	INSTITUTION

ELECTIVES (If applicable) AND/OR OTHER REQUIRED COURSES:

COURSE NO.	TITLE	SEM/YR	GR	INSTITUTION

DISSERTATION CREDITS (MINIMUM 12):

COURSE NO.	TITLE	SEM/YR	GR	INSTITUTION

COMMITTEE APPROVAL OF THE PROGRAM:
SIGNATURES OF COMMITTEE MEMBERS:

_____ _____

_____ _____

_____ _____

EP 6: COMPREHENSIVE EXAMINATIONS

ITTEN COMPREHENSIVE EXAMINATIONS:
JOR AREA _____ OUTCOME _____ DATE _____
PPORTING AREAS _____ OUTCOME _____ DATE _____
_____ OUTCOME _____ DATE _____

AL COMPREHENSIVE EXAMINATIONS (if applicable):
TCOME _____ DATE _____

GNATURES OF COMMITTEE MEMBERS: _____
_____
_____
_____
_____
_____

EP 7: RESEARCH (AND PRACTICUM) REQUIREMENTS

SEARCH 1. _____ _____ DATE _____
CHAIRPERSON'S SIGNATURE
Competency _____ Mastery _____

2. _____ _____ DATE _____
CHAIRPERSON'S SIGNATURE
Competency _____ Mastery _____

RACTICUM Describe Experiences (use other side of page if necessary)

ATE COMPLETED _____ SIGNATURE OF CHAIRPERSON _____

EP 8: DISSERTATION PROPOSAL

ITLE OF PROPOSAL _____
_____

UTCOME OF PROPOSAL DEFENSE _____ DATE _____
IGNATURES OF COMMITTEE MEMBERS

_____ _____
_____ _____
_____ _____

DVANCEMENT TO CANDIDACY: _____ DATE _____
SIGNATURE OF CHAIRPERSON

STEP 9: DISSERTATION DEFENSE

TITLE OF DISSERTATION _____

_____

OUTCOME _____ DATE _____

SIGNATURES OF COMMITTEE MEMBERS

_____ _____

_____ _____

_____ _____

STEP 10: PERIOD OF FULL-TIME RESIDENCE

Minimum of two consecutive semesters

DATES: _____ to _____

STEP 11: APPLICATION FOR DEGREE

DATE SUBMITTED _____ ANTICIPATED GRADUATION DATE _____

STEP 12: APPROVAL AND INSPECTION OF DISSERTATION

DEAN'S OFFICE RECEIPT, INSPECTION, AND APPROVAL OF THE ORIGINAL AND ONE COPY OF THE DISSERTATION.

DATE _____ SIGNATURE _____

STEP 13: FINAL REVIEW OF RECORD OF PROGRESS

DATE _____

_____

ASSOCIATE DEAN FOR ACADEMIC AND STUDENT AFFAIRS

PROGRAM OF STUDIES WORK SHEET
CENTER FOR THE STUDY OF HIGHER EDUCATION

Education Specialist--Administration Option

Name:_____ Advisor:_____

Address: Home_____ Phone_____

Local_____ Phone_____

Date Admitted to Ed.S. Study_____

1. Core Requirements--4 Courses	Credits	Semester	Grade
EDHI 712--Curriculum in Higher Education	3	_____	_____
EDHI 713--The College Student	3	_____	_____
EDHI 727--The Adult Learner	3	_____	_____
EDHI 840--Theory and Organization	3	_____	_____
_____	_____	_____	_____

Fourth Course to be chosen from
EDHI 710, 711, or 720.

2. Administration Courses (9 credits of EDHI minimum)

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

3. Electives

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

4. Internship

_____	_____	_____	_____	_____

Degree Requirement TOTAL: 30 cr.

Date of Comprehensive Examination_____

Action_____

Signature of Advisor_____

Degree Award Date_____

Comments or Special Conditions_____

_____

_____

_____

_____

_____

Date_____

PROGRAM OF STUDIES WORK SHEET
CENTER FOR THE STUDY OF HIGHER EDUCATION

Education Specialist--Teaching Option

Name: _____ Advisor: _____

Address: Home _____ Phone _____

Local _____ Phone _____

Date Admitted to Ed.S. Study _____

Core Requirements--4 Courses	Credits	Semester	Grade
EDHI 712--Curriculum in Higher Education	3	_____	_____
EDHI 713--The College Student, OR EDHI 727--The Adult Learner	3	_____	_____
EDHI 720--The Community College	3	_____	_____
EDCI 770--Models of Instruction	3	_____	_____
	12		

Specialized Courses in Discipline and Instruction
(See Guidelines--18 Credits)

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Internship

EDHI 859--Internship in College Teaching _____ _____ _____

Degree Requirements TOTAL: 30 Credits Coursework

Date of Comprehensive Examination_____

Action_____

Signature of Advisor_____

Degree Award Date_____

Comments or Special Conditions_____

_____

_____

_____

_____

UNIVERSITY OF VIRGINIA
SCHOOL OF EDUCATION
CENTER FOR THE STUDY OF HIGHER EDUCATION

I. Number, Title, and Credits

EDHI 849
Internship in Higher Education Administration
Variable Credit

II. Prerequisites

Approval--Director, Center for the Study of Higher Education

III. Catalogue Description

Supervised experience in an area of higher education administration. The internship is designed to meet the needs of individual students wherein the experience will require the intern to synthesize the theoretical and applied aspects of his area of involvement and specialization in a practical administrative setting.

IV. Objectives

The internship is structured to provide the intern with opportunities to develop and demonstrate his capabilities and understandings in the following areas:

1. The principles of institutional management
2. Creativity in problem-solving
3. The role of planning in higher education
4. Personnel management in the context of college administration
5. An understanding of the function and role of higher education in contemporary society

V. Course Outline

The basic content of the internship is included in the objectives set forth above. The content will be specifically structured around the student's career orientation, professional preparation, prior professional experience, and the availability of positions.

A. Significance of the Internship

The internship provides the prospective administrator with the opportunity to experience theory in practice in the actual administrative milieu. It permits the student to relate past experience and academic preparation to new areas and to develop competencies required of an administrator in the field of higher education.

B. Cooperative Nature of the Experience

The internship represents cooperative planning among the Center for Higher Education which authorizes and monitors the experience, the higher education institution or agency which provides and supervises the internship, and the graduate student who is responsible for implementing the internship experiences.

C. Scope and Activities of the Internship

The internship experience requires participation in a broad variety of activities. It is expected that a significant amount of the participation by this intern will involve assisting the supervisor in a variety of routine activities and the intern will assume authority and responsibility in specific areas as delegated by the supervisor. It is requested that as one phase of the internship the student be given responsibility for researching at least one major problem or issue with which the supervisor must deal in the conduct of his responsibilities. This project should be assigned in such a fashion that it is commensurate with the intern's competencies and time commitments.

The internship must be systematic in structure rather than ad hoc in nature and provide a reasonable breadth of experience for the student.

D. Supervision

Primary supervision of the intern is carried out by the intern supervisor at the institution or agency providing the experience. The Center for the Study of Higher Educatio coordinator will also provide counsel and direction to the intern and meet periodically with the intern and intern supervisor to review progress in meeting internship responsibilities.

VI. Evaluation

Final evaluation for purposes of rating the student's performance in the internship rests with the Center for the Study of Higher Education Coordinator. In arriving at the final evaluation the coordinator will utilize the following input:

A. From the intern supervisor--A written evaluation of the intern, in response to the following questions, at the completion of the internship experience:

1. The intern's general knowledge of administrative and organization theory and operation in meeting internship responsibilities. This must include an evaluation of his degree of understanding of the functional operation of the administrative area in which the internship took place.

2. The intern's thoroughness in carrying out assigned responsibilities including his/her ability to work independently.

3. The intern's interpersonal skills and relations with administrative and faculty personnel in fulfilling internship responsibilities.

4. The intern's general strengths and weaknesses as a prospective administrator.

B. The internship coordinator--In addition to the input from the supervisor in terms of the areas cited above under A, the coordinator will assess the intern in the same general areas based upon consultation with the supervisor during the course of the internship, meetings with the intern, observation of the intern, and evaluation of the periodic reports required of interns (See C below).

C. Intern Requirements

1. The intern will maintain a concise weekly log of internship professional activities describing the nature of activities and the interns involvement. A summary of the log will be submitted to the coordinator on a regular basis approximately every two weeks and will serve as the basis of intern-coordinator.

2. The intern will provide a written report of a major project undertaken by the intern as a part of the internship which has been agreed to by the intern

supervisor and the Center cooridinator. The intern will be evaluated on the comprehensiveness of the report and the insight which is shown into the issues or topics dealt with in project and report.

VII. Internship Termination or Reassignment

In the event conditions arise which tend to prove the internship assignment is not progressing satisfactorily, the intern may be withdrawn from the assignment after consultation between the intern coordinator and intern supervisor, and coordinator consultation with the intern. Initiation of the change in intern assignment or termination of the assignment may be initiated by all parties involved, but the Director of the Center for the Study of Higher Education shall be the intial contact for such actions.

UNIVERSITY OF VIRGINIA

SCHOOL OF EDUCATION

CENTER FOR THE STUDY OF HIGHER EDUCATION

INTERNSHIP IN COMMUNITY COLLEGE TEACHING

INTERN :

COMMUNITY COLLEGE SUPERVISOR :

UNIVERSITY COORDINATOR :

INTERNSHIP DATES :

INTERNSHIP RESPONSIBILITY :

GRADUATE CREDIT :

I. INTERNSHIP DESCRIPTION

Supervised experience in the area of community college teaching and faculty responsibilities. The internship is designed to meet the needs of individual students wherein the experience will require the intern to synthesize the theoretical and applied aspects of his/her area of involvement and specialization in a community college setting.

II. OBJECTIVES

The internship is structured to provide the intern with opportunities to further develop and demonstrate his/her knowledge and understandings of:

A. Community College Philosophy

B. Community College Functions

1. Instructional programs including college transfer, technical, vocational and developmental studies

2. Instructional services including learning resource center facilities and resources

3. Student services

4. Continuing education and community services

C. Institutional Governance, Administration & Organization;

and to further develop and demonstrate competency in the areas of:

D. Teaching

E. Curriculum Development & Instructional Planning

F. Student Advising

G. Institutional Service Including Divisional & General Faculty Committees

H. Faculty Development

III. THE INTERNSHIP EXPERIENCE

A. Significance of the Internship

The internship provides the prospective community college faculty member with the opportunity to experience theory in practice in the actual institutional milieu. It permits the student to relate past experience and academic preparation to new areas and to develop competencies required of a community college faculty member. The internship experience will be specifically structured around the student's career orientation, professional preparation, prior professional experience, and the availability of positions and institutional resources.

B. Cooperative Nature of the Experience

The internship represents cooperative planning among the Center for the Study of Higher Education which authorizes and monitors the experience, the community college which provides and supervises the internship, and the graduate student who is responsible for implementing the internship experiences.

C. Scope and Activities of the Internship

The teaching internship is a vital part of the Center for the Study of Higher Education graduate program for students planning to become community college faculty. The interns normally will have completed a master's degree in their teaching specialty and are currently working toward Education Specialist degree in Community College Teaching or a doctorate with a specialization in community college teaching.

The goal of the internship is to help the intern become an effective community college teacher and faculty member. It is expected the intern will not only gain knowledge of his/her role as a classroom instructor, but also of the entire institutional process of promoting learning in the community college. Toward this end certain general conditions should be provided: a comprehensive institutional context; assigned responsibilities concomitant to those of other faculty; a supportive professional environment; flexibility and autonomy to experiment; a reasonably quiet place to work, study, and meet students with privacy; and systematic opportunities to receive educational leadership and feedback from the institutional supervisor.

The following experiences should be arranged on a systematic basis where practicable and appropriate:

1. Assignment of three to six hours teaching responsibility and other out-of-classroom activities associated with that teaching;

2. Exposure to the policies and procedures for academic advising - some advisee responsibilities would be appropriate;

3. Work in the learning resource center to develop supplementary learning materials and teaching techniques;

4. Exposure to academic policies and procedures for faculty and students (included should be exposure to the operation of selected college transfer, technical, vocational, and developmental studies programs);

5. Exposure to the policies, procedures, and operation of the college's student services program;

6. Exposure to the policies, procedures, and operation of the college's continuing education and community service program;

7. Participation in faculty department/division meetings - participation in other general faculty meetings or committees would be desirable; and

8. Observation of at least one overall campus governance or administrative body in session (e.g., Board of Trustees, President's or Dean's staff meeting, etc.).

D. Intern Responsibilities

1. The intern will maintain a concise daily log of internship professional activities describing the nature of activities and the intern's involvement. A summary of the log will be submitted to the university coordinator approximately every two weeks and will serve as the basis of intern-coordinator meetings.

2. The intern will provide a written report of a major instructional project undertaken as a part of the internship experience agreed upon by the intern, institutional supervisor, and university coordinator

E. Institutional Supervision

1. The institutional supervisor should serve as an advisor and consultant to the intern on any pro-

fessional or personal matters which might arise in the institutional setting.

2. The institutional supervisor should arrange for the intern to experience, observe and participate in a wide variety of community college faculty experiences. (See II C on scope and activities of the internship)

3. The institutional supervisor should assess the progress of and give feedback to the intern with the purpose of helping the intern improve his/her teaching effectiveness and faculty performance. A final written evaluation of the internship experience should be prepared by the supervisor and forwarded to the university coordinator. (See IV B 1 on formal evaluation)

F. University Coordination

The Center for the Study of Higher Education coordinator will provide counsel and direction to the intern and meet periodically with the intern and institutional coordinator to review progress of the intern.

IV. EVALUATION

The internship should include systematic processes of both informal and formal evaluation for purposes of contributing to the improvement of the intern as a community college faculty member.

A. Informal Evaluation

The particular sources and techniques of informal assessment should be a matter of mutual agreement on the part of the institutional supervisor, the intern, and the university coordinator. Some of the following are appropriate:

1. Intern self-evaluation;

2. Review of course materials (syllabi, bibliography, student examinations, supplementary learning materials, etc.);

3. Classroom observations (after all parties agree to the time, place and conditions under which observations take place);

4. Student comments and systematic attempts to measure student evaluation of teaching and/or student learning;

5. Periodic conferences with the institutional coordinator during which evaluative feedback is given; and/or

6. Consultation with colleagues, student conferences, and/or audio-visual recordings of teaching for playback evaluation.

B. Formal Evaluation

A grade of satisfactory or unsatisfactory will be awarded by the university coordinator at the end of the semester based upon:

1. A written evaluation of the intern from the institutional supervisor at the completion of the internship experience in response to the following categories;

   a. the intern's demonstrated knowledge and skill competencies outlined in the objectives of the internship, and

   b. the intern's thoroughness in carrying out assigned faculty responsibilities, including his/her ability to work independently,

   c. the intern's interpersonal skills and relations with students and other faculty and administrators, and

   d. the intern's overall strengths and weaknesses as a prospective community college faculty member.

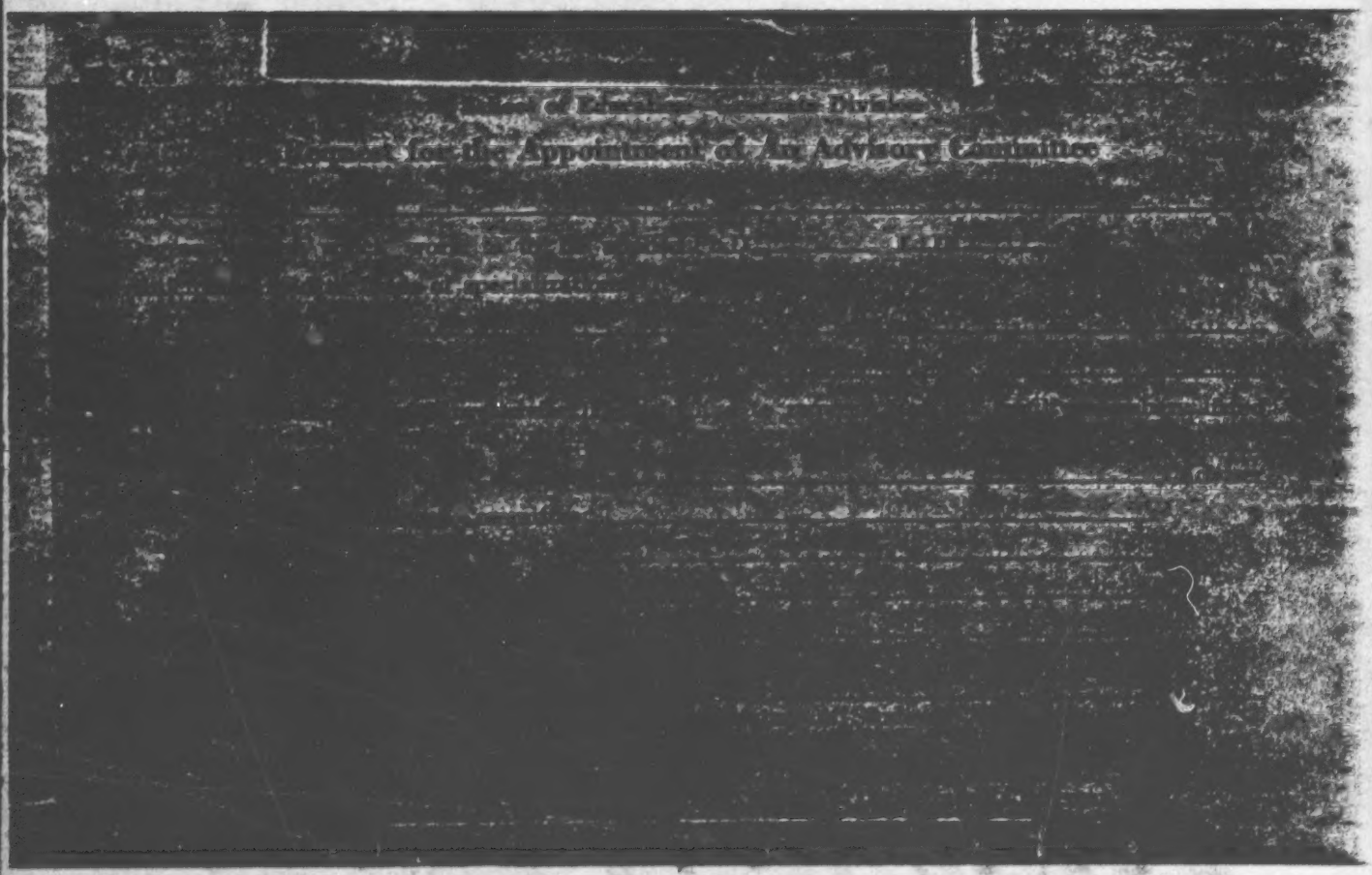
2. University coordinator consultation with the supervisor during the course of the internship, meetings with the intern, observation of the intern, and evaluation of periodic reports required of the intern.

V. INTERNSHIP TERMINATION OR REASSIGNMENT

In the event conditions arise which tend to prove the internship assignment is not progressing satisfactorily, the intern may be withdrawn from the assignment after consultation between the university coordinator and the institutional supervisor, and coordinator consultation with the intern. Initiation of the change in intern assignment or termination of the assignment may be initiated by any of the parties involved, but the Director of the Center for the Study of Higher Education shall be the initial contact for such actions

APPOINTMENT OF ADVISORY COMMITTEE

When students reach the stage of formalizing a doctoral advisory committee, a card (reproduced below) must be signed by each member of the faculty willing to serve on the committee. This card may be obtained from the Office of Admissions and Student Affairs in Ruffner Hall. Any subsequent changes in the committee (see pp. 15-16 of Handbook) require new signatures and the replacement of this card.



SAMPLE LETTERS REQUESTING PROGRESS REVIEW

AND ADMISSION TO DOCTORAL STUDY

Ed.D.

Professor Jennings L. Wagoner, Director
Center for the Study of Higher Education
Graduate School of Education, Ruffner Hall
University of Virginia
Charlottesville, VA 22903

Dear Professor Wagoner:

I am writing to request that the faculty of the Center for the Study of Higher Education review my progress to date and approve my application for a change of status from Advanced Graduate Study to Doctoral Study (Ed.D.). I have completed (twelve or more) hours of course work in higher education. A copy of my Record of Progress form, which indicates the courses I have taken and my projected program of study, is attached.

Thank you for your attention to this request.

Sincerely,
Andy White
Andrew D. White

Ph.D.

Professor Jennings L. Wagoner, Director
Center for the Study of Higher Education
Graduate School of Education, Ruffner Hall
University of Virginia
Charlottesville, VA 22903

Dear Professor Wagoner:

I have completed (twelve or more) hours of study in higher education as a Ph.D. student. I am writing to request that the faculty of the Center for the Study of Higher Education review my progress to date and grant permission to formalize a doctoral committee and to proceed with doctoral study. A copy of my Record of Progress form, which indicate the courses I have taken and my projected program of study is attached.

Thank you for your attention to this request.

Sincerely yours,
Sarah Lawrence
Sarah Lawrence